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ABSTRACT

The Success Skills for Textile Workers project was established in November 1994 by Alabama educational institutions and textile manufacturers to provide workplace literacy training for textile workers. This report details project objectives and outcomes through October 31, 1997. Introductory materials describe project components and list indicators of success. Actual project accomplishments for the period are compared with program objectives: employing project personnel; analyzing educational needs; implementing outreach and recruitment; developing instructional programs; achieving job retention or promotion for at least 70% of program "graduates"; achieving positive supervisor evaluations of at least 70% of graduates; providing support services and training instructors; developing workshops to transfer the program to other sites; implementing a dissemination plan; developing an evaluation strategy; institutionalizing the program; helping improve the self-esteem of at least 80% of participants; achieving high school equivalent certificates for at least 40 participants; reducing turnover rates among participants by at least 20%; improving plant productivity rates; and transferring the project to at least seven other textile industries. A discussion of lessons learned in the project is offered, as are five appendixes listing job profiles completed for this project and a sample job analysis and profile; a curriculum development flow chart, titles and descriptions of learning modules, and a sample field test evaluation form; an employee evaluation form; a formative evaluation plan; and the dissemination plan and two project newsletters. (BCY)

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SUCCESS SKILLS FOR TEXTILE WORKERS

FINAL PERFORMANCE REPORT

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MacArthur State Technical College
Southeast Alabama Adult Education Network
Laurens County Literacy Council
CMI Industries, Inc.
Johnston Industries, Inc.
Pridecraft Enterprises
Shaw Industries

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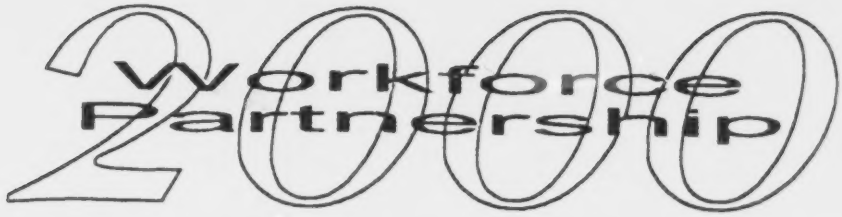

This Final Performance Report describes a project funded by the U.S. Department of Education National Workplace Literacy Program through a grant awarded to Enterprise State Junior College. The grant amount of $2,243,468 comprised 52% of the total program costs, and the private sector matching funds of $2,082,247 accounted for the remaining 48%, bringing the total program resources to $4,325,939. However, the contents of this report do not necessarily represent the policy of the Department of Education, and the reader should not assume endorsement by the federal government. Participation by the industrial partners, the software development company, or the education partners should also not be construed as endorsement by the government of any of the partners' or participants' products.

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CONTENTS

Introduction 1
Modifications to Objectives 1
Indicators of Project Success 2
Comparison of Accomplishments to Objectives
Obj. 1 Employ Personnel 3
Obj. 2 Analyze Needs 3
Obj. 3 Outreach / Recruitment 4
Obj. 4 Develop Instructional Programs 5
Obj. 5 Worker Participation 6
Obj. 6 Promotion / Retention 6
Obj. 7 Supervisor's Ratings of Work Maturity 7
Obj. 8 Support Services 7
Obj. 9 Train-the-Trainer 8
Obj. 10 Commercial Quality Materials 9
Obj. 11 Dissemination Plan 11
Obj. 12 Evaluation Plan 13
Obj. 13 Institutionalize Program 13
Obj. 14 Improve Self Esteem 14
Obj. 15 GED Certification 14
Obj. 16 Reduce Turnover 14
Obj. 17 Improve Plant Productivity 15
Obj. 18 Adoption of Methods and Materials 18
Lessons Learned
Measuring Return on Investment 18
Creating Curriculum 20
Cultivating Partnerships 20
Appendix A
Lists of DACUM Panels and Job Profiles Completed 23
Sample Job Analysis Chart 24
Sample Job Profile 25
Appendix B
Curriculum Development Process Flow Chart 32
Titles and Descriptions of Learning Modules 33
Sample Field Test Evaluation Form 38
Appendix C
Supervisor Evaluation Form: Employee Profile 40
Appendix D
Formative Evaluation Plan 42
Appendix E
Dissemination Plan 45
Workforce 2000 Partnership Newsletters 47

FINAL PERFORMANCE REPORT

SUCCESS SKILLS FOR TEXTILE WORKERS

V198A40273

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INTRODUCTION

The Success Skills for Textile Workers project began on November 1, 1994, with funding from the United States Department of Education's National Workplace Literacy Program (NWLP). The project combined the resources and efforts of Enterprise State Junior College, MacArthur State Technical College, the Southeast Alabama Adult Education Network, the Laurens County Literacy Council, and four textile industries in three states to provide a workplace literacy program for textile workers. The partnership implemented an assessment and educational program consisting of four main components. The first component, the **Gateway** component, provided remediation for textile employees with basic skill deficiencies in the areas of reading, writing, speaking, listening, and computing. The second component, the **Pathway** component, provided needed educational experiences which, although basic to work success, go beyond traditional academic skills and help workers improve in such essential areas as creative problem solving, critical thinking, and team work. The third component of the program, the **Bridgeway** component, provided the necessary support services to allow workers to fully participate in program activities. The fourth component, the **Linkway** component, provided for the dissemination, field testing, and transfer of the program to textile industries throughout the nation.

Modifications to Objectives

Modifications to Objectives 6 and 7 were made during negotiations between Enterprise State Junior College (ESJC) and USDE staff. In both objectives the percentage of employees / participants referenced was reduced from 90% to 70%.

The original project proposal anticipated that the project would begin on October 1 and all time frames for completing the objectives were set accordingly. However, the actual start date was one month later (November 1), and therefore the time frames for the objectives have been adjusted to meet the delayed starting date. This modification was approved by the NWLP Grants Specialist in April, 1995.

A request to modify Objective 17 regarding the measurement of plant productivity was submitted to NWLP staff and approved in April, 1995. The following modifications to objectives were approved with the awarding of funding for the second year of the project.

- The definition of the equivalency of twelve weeks of instruction, referenced in Objectives 5, 6, 7, and 14, was set at twenty-four hours of instruction.
- Due to the shortened third year of grant activities, the number of learners referenced in Objectives 3, 5, and 15 was reduced to 570, 400 and 40 respectively, and the number of non-participating industries who will adopt the project's methods and materials (Objective 18) was reduced to seven.
- The supervisor's rating of work maturity described in Objective 7 applies only to incumbent workers, not to newly hired employees.

Requests to add seven worksites were granted on January 24 and July 3, 1997. The purpose of these additions was to ensure adequate field testing of the commercial quality curriculum developed for Objective 10.

INDICATORS OF PROJECT SUCCESS

Selected indicators of project success include the following:

- A network of nine education providers including six postsecondary institutions, a board of education, an adult education program, and a community based literacy council cooperated to provide services to fifteen apparel, carpet and textile industry plant sites in three states.

- Twenty-nine curricula modules and an interactive software program were developed to teach communications, computation, and creative thinking skills to 5,186 line employees and first line supervisors.

- Sixty-one organizations in twenty-one states acquired curricula developed in the project.

- Annual learner participation rates were two to three times the anticipated number.

- Workers post-test scores on basic skills improved by an average of 20%; higher order skills improved by an average of 22%. Forty-two learners earned a GED certificate of high school equivalency.

- Partner industries allowed workers to attend courses on released time.

- Partners proved their dedication to project success by contributing 48% of the total project costs.

- Enterprise State Junior College developed a curricula for a Manufacturing Specialist Concentration in the Business Administration Associate in Applied Science Degree.
- College credit classes were offered at one worksite to allow workers access to advanced employment skills education.

COMPARISON OF ACCOMPLISHMENTS TO OBJECTIVES

This report describes the objectives, performance evaluation measures, and outcomes for the period of November 1, 1994 through October 31, 1997.

OBJECTIVE 1: By November, 1994, all project personnel will have been employed and given specific job descriptions.

Performance Evaluation Measure - Personnel will be employed with signed employment contracts on file. Job descriptions will also be on file for each project employee.

In November 1994, full-time personnel including a project director, site coordinator, secretary, and two instructors were employed. Another site coordinator was employed in December, a curriculum specialist was employed in January, and additional instructors and aides were employed as classes were added. Job descriptions are on file in the project director's office for all project personnel.

A unique feature of this project was the system used to employ instructors at the work sites. As a part of the hiring process, applicants were required to present a fifteen minute lesson on a basic skills topic to the members of the plant's Site Steering Committee. This committee, comprised of line employees and first line supervisors, participated in the lesson, conducted a group interview with the applicant, and completed rating forms on the applicant's teaching skills and responses to questions. These rating forms provided additional input to the project director to use in selecting the instructor. The greatest benefit in this process was the quick rapport established between the applicant who was hired and the Steering Committee members. These Committee members, having participated in the selection of the instructor, felt responsibility for the instructor's success and assisted him or her in getting acquainted with the industry, the plant, and the employees. The project director and the external evaluator repeatedly heard from plant management and employees that having the right instructor was the critical factor in the success of the educational programs.

OBJECTIVE 2: By April, 1995, initial DACUM panels will be completed and job literacy audits will be administered to participating workers in cooperation with industrial personnel.

Performance Evaluation Measure - The modified DACUM process and the CASAS will be utilized as the primary assessment tools in this component although these instruments and processes may be extended to assess certain aspects of job functions. Written results of DACUM panels and literacy audits will be on file for each participating employee. A summary of identified deficiencies will also be on file. Records will indicate the results of the literacy audits as pre-tests for project activities.

In a previous workplace literacy project funded by the NWLP that ended in September, 1994, DACUM panels for 24 job titles and the CASAS Workplace Analysis Job Profile for 52 job titles were completed. The information from these panels and job profiles was reviewed at the beginning of this project and found to be still appropriate for those job titles. Furthermore, project staff and industrial partners analyzed this information and determined which duties and tasks identified by panelists at one industrial site also fit the same job description at another of the same partner's sites. This analysis reduced the need for some DACUM panels and job profiles.

During the course of the project, DACUM panels were completed on 32 jobs; job audits were completed on 40 jobs. (See Appendix A for a complete list and a sample Job Analysis.)

OBJECTIVE 3: Beginning in January, 1995, project personnel will develop and implement ongoing outreach activities in cooperation with industry and employee representatives which will result in the recruitment, intake, screening, Individual Education Plan development, and program participation of at least 850 eligible worker applicants by November, 1995.

Performance Evaluation Measure - Records will verify names of participating workers. Individual Education Plans for each worker will be on file, and attendance records will be kept for all project educational activities.

The DACUM panels referenced in Objective 2 were an excellent outreach activity in the early stages of the project. By participating in a DACUM panel, workers shared ownership in the development of the program and conveyed a positive attitude about the project to their peers.

Site Steering Committees proved to be an effective outreach tool. These committees, organized at each site and comprised primarily of associates and first-line supervisors, met quarterly to provide advice and oversight to project activities at the sites. Committees screened prospective instructors; evaluated course objectives, outlines and/or activities; designed recruitment activities for classes scheduled on volunteer time; and brought forward comments and suggestions from other associates.

Attendance records and IEPs indicate that an unduplicated count of 5,186 workers participated in the project. Of these, 4,490 learners enrolled in instructional courses offered for a total of 17,793 hours of basic skills instruction (the Gateway component), and 3,056 enrolled in 3,170 hours of higher order skills instruction (the Pathway component).

Other project data indicate that 2,746 males and 2,440 females participated in project activities during this reporting period. Seventy-six per cent of the participants have been employed five years or less, 8% have been employed 6 - 10 years, 6% have been employed 11 - 15 years, and 9% have been employed 16 or more years.

Of those who reported their highest grade completed, 1% completed only elementary school grades, 21% completed grades 7 - 11, 61% reported they have completed high school, and 16% reported having completed some postsecondary training.

Annual reports of attendance records reveal the following. (The number served by year is an unduplicated count for that year; participants may have enrolled in both Gateway and Pathway courses and/or in courses that crossed year-end boundaries.)

YEAR	# SERVED	GATEWAY Basic Skills		PATHWAY Higher Order Skills	
		# SERVED	HOURS	# SERVED	HOURS
1	2,564	1,918	3,365	782	692
2	1,828	1,562	8,697	1,219	1,500
3	1,439	1,299	5,731	1,095	978

OBJECTIVE 4: Project personnel will develop, field test, and refine job specific instructional programs to include delivery systems, objectives, learning activities, and evaluation components. (Ongoing beginning November, 1994)

Performance Evaluation Measure - Learning modules will be on file in workplace instructional laboratories after a documented successful field test.

Twenty-nine instructional programs were developed and field tested during this project. Each learning module contains a curriculum guide that describes general and specific objectives, learning activities, and methods of delivery and evaluation. (See Appendix B for the titles and descriptions of the learning modules as well as a sample field test evaluation form.) During the

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project, the curricula were taught in 908 classes. Four programs were established as individualized education programs for GED preparation, for English as a second language, and for adults learning to read.

In addition to the curricula discussed above, project instructors developed an assessment system to use in the new hires class at the three worksites of one industrial partner. This system consists of a vocabulary test, two tests in reading, and two tests in math. The system assesses employee's basic skills using tests modeled after the *Tests of Adult Basic Education* (TABE), and the results were used to develop individual plans for remediating deficiencies that hinder the new employee's abilities on the work floor. A similar assessment system developed in the previous project for another industrial partner was revised during this project.

OBJECTIVE 5: By January, 1996, a minimum of 850 project participants will complete at least 12 weeks of instruction (or the equivalency of 24 hours of instruction).

Performance Evaluation Measure - Class attendance records will reflect at least 12 weeks (24 hours) attendance by at least 850 employees.

During the three years of the project, 3,107 employees (59.9%) completed at least 12 weeks of instruction (or the equivalency of 24 hours of instruction). This is an unduplicated count. Annual reports are as follows; the number served by year may be duplicated where students were enrolled in classes that crossed year-end boundaries.

YEAR	NUMBER SERVED	12 WEEKS ATTENDANCE (or 24 hours)	
		Number	Per Cent
1	2,564	885	35
2	1,828	1,218	67
3	1,439	1,089	76

OBJECTIVE 6: 70% of employees who complete 12 or more weeks (or the equivalent of 24 hours) of instruction will retain employment or be promoted.

Performance Evaluation Measure - Employment records of project participants will indicate continued employment and or promotion.

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Data for this objective is calculated for all project participants for the entire project period. For those sites reporting data, the retention rates range from 35% to 100% with an average of 47%.

Virtually every plant site in the project experienced workforce reductions caused by changing corporate priorities, a redefinition of shifts, seasonal work, major cost cutting efforts (including plant closings), or ownership changes. Interviews with company representatives reported in the External Evaluator's report of March 14, 1996, document that it may be impossible to identify retention rates resulting from the workplace literacy project.

OBJECTIVE 7: 70% of incumbent workers who complete at least 12 weeks (or 24 hours) of instruction will show statistically significant gains in their supervisors' ratings of work maturity including their communication, literacy skills, safety procedures, cooperation, problem solving abilities, interpersonal relations, punctuality, team performance, attendance, positive attitude, appearance, and task completion.

Performance Evaluation Measure - A modified version of the CASAS Work Maturity Checklist will be used to assess supervisors' perceptions of employee characteristics outlined in the objective. It will be administered prior to and following program participation and results will be compared.

A total of 464 incumbent workers received pre-and post-training ratings of work maturity. Seventy per cent of them (326 workers) showed an average gain of 9.5 per cent. A sample form is in Appendix C. Newly hired employees were not assessed with this instruments as they had no company work history with which to measure gains.

OBJECTIVE 8: Project staff, in cooperation with industry personnel, volunteer organizations, other college personnel, and appropriate governmental agencies will provide on-going needed support services for project participants. These services shall include, but not be limited to, tutorial services, transportation services, child care services, counseling services, and referral to other services. (Bridgeway Component)

Performance Evaluation Measure - Records (Request for Support Service Forms and completed IEP's) will indicate the type of service(s) provided and document the individuals receiving the services(s).

The following support services have been utilized by project participants as documented on the IEPs and in reports from instructors and site coordinators.

- Released time to attend classes

- Reimbursement for child care
- On site classes to prepare for the GED tests of high school equivalency or referral to off site classes
- Reading tutors
- Referral to health care providers
- Educational counseling
- Information on education and training opportunities beyond the scope of the project

OBJECTIVE 9: By October of 1995, project personnel will develop train-the-trainer workshops (materials and methods) necessary to successfully transfer the program to nine additional partner worksites to further field test the developed curriculum as well as the train-the-trainer and dissemination processes. (Linkway Component)

Performance Evaluation Measure - Agenda, attendance logs and evaluations for train-the-trainer workshops will be on file in the Project Director's office and the workplace literacy program will be serving at least 500 additional participants at nine additional worksites.

Five regional workplace literacy staff development conferences have been sponsored by the project. These conferences were attended by project staff, adult education instructors, other workplace literacy practitioners, textile industry managers and supervisors, and members of the Alabama Textile Manufacturers Association. The curricula for the first three listed below were made available on a cost recovery basis and procured by 37 organizations.

DATE	TOPIC	OBJECTIVES
March 15-17, 1995	Developing Workplace Curriculum: Part I	1. Identify unique characteristics of workplace literacy instruction 2. Identify methods for job task analysis 3. Assess learner needs 4. Write functional context curriculum 5. Utilize various methods of instruction and assessment
August 23, 1995	Developing Workplace Curriculum: Part II Assessment	1. Differentiate among the terms assessment, evaluation, testing, and measurement 2. Describe the role of assessment in the individual education process 3. Identify various methods of assessing learner outcomes 4. Select appropriate assessment methods to use during curriculum development

DATE	TOPIC	OBJECTIVES
January 18, 1995	Understanding Industry Culture	1. Define industrial culture 2. Examine factors that affect the industrial environment 3. Identify the role of training and education in the practitioner's current workplace setting
August 15, 1996	Integrating Technology into the Curriculum	1. Identify the advantages of using technology in instruction 2. Examine factors that limit the effective use of technology in instruction 3. Identify the major types of computer-assisted instruction and the appropriate utilization of these types of computer-assisted instruction 4. Assess personal attitudes regarding the use of computer technology 5. Develop a personal action plan for incorporating technology into the curriculum 6. Review a peer-developed, technology-integrated curriculum module
March 20, 1997	Measuring Return on Investment	1. Perform an assessment to link workplace education and training to identified business needs 2. Utilize tools and methods for evaluating results of workplace education and training programs 3. Identify the value-adding components of each of the four levels of evaluation 4. Conduct a costs/benefits analysis to measure the return on investment in training

Project staff and partner representatives participated in twenty-five other teleconferences, workshops, and conferences. A complete list is on file in the project director's office.

A total of fifteen partner worksites participated in the project.

OBJECTIVE 10: By October of 1996, curriculum materials developed in the project will be transferred to self-contained, commercial-quality packages containing participants' manuals, teachers' manuals, related print materials, related audiovisual materials and related software. These curriculum packages will be suitable for dissemination and use at other textile industry sites.

Performance Evaluation Measure - The self-contained instruction packages will be approved by the Alabama, Georgia, and South Carolina Textile Manufacturers' Associations and will be utilized in at least 15 industries in addition to the project partners as evidenced by purchase (at cost) of the materials and verification of their utilization.

Using desktop publishing software and techniques, project staff have prepared commercial-quality instructional packages which have been acquired (at cost) by sixty-one educational institutions, industries, training organizations, and individuals in twenty-one states. A complete list of the organizations is on file in the project director's office.

As discussed below, fifteen industry sites or service providers have verified their use of the materials.

In May of 1997 the project's Curriculum Specialist contacted seventeen of the institutions who had secured the curricula. Two textile industries and one adult education program reported that they used the curriculum to teach similar classes; two textile industries and three education providers reported that they were using the curricula as a model or guide to develop their own curricula or training materials.

A contract for consulting services was signed by Enterprise State Junior College and Interactive Knowledge, a software development company in Charlotte, NC, to transfer curricula from this project to an interactive CD-ROM software package titled *TEXTtalk*. The curricula centers around the topics of communication skills and problem solving skills. The software contains a visual dictionary with audio/video recordings and still photography depicting vocabulary terms related to the carpet, apparel, and textile industries. Video recordings in the software allow the learner to acquire communication skills and problem solving skills that normally would have to be taught in group settings.

All of the partner worksites participated in field testing *TEXTtalk*. Permission was granted by the NWLP Program Officer to add the seven additional worksites listed below to elicit a broader perspective about the software.

BGF Industries Alta Vista, VA	Fieldcrest Cannon Scottsboro, AL	Thomaston Mills Thomaston, GA	Swift Denim Columbus, GA
Inman Mills Inman, SC	Spring Industries Rock Hill, SC	Russell Corporation Alexander City, AL	

During the field testing, 143 students were enrolled in the program and 106 students (74%) completed and evaluated the activities. Thirteen instructors also evaluated the software.

Responses to the evaluation showed that 72% of the respondents believed the difficulty level to be "just right," 76% believed the program helped improve their skills, and 80% would recommend the program to a coworker.

All of the field test sites have been offered the opportunity to return the beta version of the software for a reduced price on the published version. To date, however, all have opted to continue using the beta version at their worksites until the final version is ready for sale.

Although no formal approval process for curriculum exists in the textile manufacturers' associations, the software and other curricula have been used at textile industries belonging to the Alabama, Georgia, or South Carolina Textile Manufacturers' Associations.

OBJECTIVE 11: Project personnel will implement a Dissemination Plan which will result in project activities and outcomes being disseminated throughout the nation and will allow the project to serve as a model demonstration site for textile workplace literacy programs. The plan will include the development and publication of a booklet on project goals, activities, and results which will be publicized nationally and disseminated through the project, the Alabama Textile Manufacturers' Association, the South Carolina Textile Manufacturers' Association, and the Georgia Textile Manufacturers' Association.

Performance Evaluation Measure - The Dissemination Plan will be kept in project files and monitored by the Project Director and External Evaluator for appropriate and timely implementation. The evaluation measure for the booklet will be the publication of the approved product.

The original Dissemination Plan and sample newsletters are contained in Appendix E. Below is a listing of activities accomplished.

- Quarterly newsletters were published and mailed to more than 800 members of the Alabama Textile Manufacturers Association, the Georgia Textile Manufacturers Association, the South Carolina Textile Manufacturers Association, the adult education instructors in the Southeast Alabama Adult Education Network, the supervisors of all adult education systems in Alabama, NWLP project directors, and other workplace literacy practitioners. The newsletter was also inserted into the newsletter published by the Enterprise Chamber of Commerce and distributed to all of its members.
- Articles have been published in area newspapers including *The Enterprise Ledger* (Enterprise, AL), the *Geneva Reaper News Herald* (Geneva, AL), *The Dothan Eagle* (Dothan, AL), *The Mobile Press Register* (Mobile, AL), and newscasts on WTVY-TV (Dothan, AL), WZTZ radio (Elba, AL), and WKMX radio (Enterprise, AL).
- Project staff have met with the following to discuss implementing project activities at other sites:

Coordinator of Workplace Literacy for the Department of Technical and Adult Education in the Georgia Department of Education
Supervisor of the Macon County (Georgia) Adult Education Program
Workplace Education Specialist, Vulcan Materials, Huntsville, AL
Faculty of the Troy-Pike Regional Center for Technology, Troy, AL
Training Supervisor, Crown Crafts, Calhoun, GA
Education Committee, City of Statesboro, GA
Manager of Training, The Torrington Company, Clinton, SC
Training for Business & Industry Coordinator, Thomas Technical Institute, Thomasville, GA
Training & Safety Committee, Shaw Industries, Calhoun, GA
President, Georgia Textile Manufacturers' Assoc., Atlanta, GA

- An article titled "Writing Curriculum for the Workplace" has been published by ERIC Clearinghouse for Adult, Career, and Vocational Education (ED 393 978)
- Articles have been published in partner newsletters such as *Common Threads: Connecting the Associates of Standard Textile, The Pridecraft Connection* and *Eye on CMI*
- Articles have been published in the *Alabama College Association Journal*, the *Enterprise State Junior College Columns* newsletter, *Community College Week*, the Alabama Textile Manufacturer Association newsletter *Among Our Members*, and newsletters published for workers at Shaw Industries' worksites
- Project staff presented information regarding project activities, methods and materials to:
  - The National Association for Developmental Education Conference
  - Adult education and workplace literacy practitioners enrolled in a graduate course at Auburn University (AL): VED 591 Teaching the Disadvantaged Adult
  - The NWLP Mid-point Project Conference, Milwaukee, WI
  - *Workplace Learning: The Strategic Advantage* Conference, Milwaukee, WI
  - The Alabama Conference on Workplace Education, Birmingham, AL
  - The League for Innovation in the Community College's *Workforce 2000* Conference, Orlando, FL
  - Alabama State Adult Education Conference, Birmingham, AL
  - Alabama State Workplace Education Conferences, Birmingham, AL
  - Future Business Leaders of America, Kinston High School, Kinston, AL
  - Rotary Club, Enterprise, AL
  - Chamber of Commerce, Enterprise, AL
  - Georgia Textile Manufacturers Association, Dalton, GA
  - Georgia Textile Training and Development Conference, Dalton, GA
  - Adult Literacy and Technology Conference, Boise, ID
- Project curricula is listed in the Curriculum Guide of the Association for Supervision and Curriculum Development
- The project's Curricula Catalog is included in ESJC's world wide web site located at www.esjc.cc.al.us.

This final report will be disseminated through ERIC, the three states' textile manufacturing associations, and the world wide web site.

OBJECTIVE 12: Project personnel will implement a detailed formative evaluation plan to monitor implementation of project activities. Summative evaluation will be performed by an experienced, qualified external evaluator to be contracted from project funds.

Performance Evaluation Measure - The detailed evaluation plan will be kept in project files and monitored by the Project Director in checklist fashion. Fulfillment of the outside evaluator's contract and publication and submission of the Summative Evaluation Report will serve as indicators of final project evaluation.

The detailed evaluation plan (see Appendix D) was approved by the Project Steering Committee at its initial meeting on January 31, 1995 and submitted to the NWLP Program Officer in November of 1995. The external evaluator, Dr. Lora Conrad, made eight visits to partner sites during the project. Her interim reports are on file in the project director's office, and her final report will be filed with the NWLP Program Officer.

OBJECTIVE 13: Ongoing workplace literacy activities will be institutionalized and continued in at least four of the industry partners' workplaces after the conclusion of USDE support.

Performance Evaluation Measure - A filed description and written certification of continuing activities by industry CEOs will constitute fulfillment of the objective.

In organizing the project at worksites outside the service areas of the education partners, project staff established linkages with nearby local education institutions to provide for the transfer of project activities to those educational institutions following the conclusion of USDE funding. At the conclusion of the project, the following twelve plants were continuing the workplace literacy activities. Letters from plant management documenting the continuation are on file in the project director's office.

CMI Industries, Inc.
- Geneva, AL
- Bailey Plant, Clinton, SC
- Plant 1, Clinton, SC
- Plant 2, Clinton, SC

Pridecraft Industries
- Enterprise, AL

Shaw Industries
- Andalusia, AL
- Bainbridge, GA
- Dallas, GA
- Rome, GA
- Valley Head, AL
- Stevenson, AL
- Lafayette, GA

OBJECTIVE 14: 80% of employees who successfully complete at least 12 weeks (or 24 hours) of instruction will show significant gains in self-esteem as measured by a pre- and post-administration of the Coopersmith Inventory (or other appropriate instrument) with a sample of participants.

Performance Evaluation Measure - A pre- and post-administration of the Coopersmith Inventory (self-esteem), utilizing a randomly selected, statistically significant sample of project participants who have successfully completed at least 12 weeks (or 24 hours) of instruction will be compared to assess gains.

A pre- and post-administration of the Coopersmith Inventory has been administered to 2,532 employees who have successfully completed at least 24 hours of instruction. Fifty-three percent of these have shown an average gain of 3.4 per cent. Project staff, industry partner representatives, and learners have reported that the items on the Coopersmith Inventory seem to have little relevance to what is taught in the curriculum or needed at the worksite. However industrial personnel, site steering committee members, and the learners report that improved self-esteem is demonstrated on the floor by participants soon after completing any project activity. No other appropriate instrument could be found.

Plant managers often reported that the improvement in self-esteem is most frequently demonstrated in the employee's willingness to identify problems as well as suggest and implement solutions. Another frequently reported outcome of improved self-esteem is that the employees are seeking more opportunities for training and education in and beyond the scope of the workplace literacy project. More detailed reports from plant management are available in the "Lessons Learned" section of this report.

OBJECTIVE 15: As a result of project participation, at least 40 employees will obtain a GED certificate.

Performance Evaluation Measure - Copies of GED certificates, scores, or official letters documenting receipt of passing scores will be on file in employees project folders and noted on IEP's.

Forty-two employees have been awarded the GED certificate of high school equivalency as a result of their participation and study in this project.

OBJECTIVE 16: As a result of project participation, employee turnover will, on the average, be reduced by at least 20%.

Performance Evaluation Measure - Industry partners will track employee turnover rates before and after project activities and will certify results.

Nine plants reported a reduction in turnover rates with rates ranging from 0.68% to 32.4%. Three plants reported an increase in turnover rates ranging from 0.39% to 10.53%.

As reported in Objective 6, virtually every plant site in the project is experiencing workforce reductions, therefore results of the workplace literacy project may not impact the turnover rate enough to overcome the turnover resulting from corporate changes. In fact, one of the participating plants has closed, two plants have been combined, and two other plants will close within six months of the end of the project.

OBJECTIVE 17: As a result of project participation, selected plant productivity measures will show improvement as evaluated by appropriate qualitative and quantitative methods.

Performance Evaluation Measure - Industry partners will select and track productivity measures before and after project activities and the External Evaluation will certify results in the Final Evaluation Report.

For each industry partner, the selected productivity measure is listed below. Industry partner names are not specified to protect the confidentiality of proprietary information.

Plant 1: Remove work environment barriers to team-based manufacturing

A consulting firm was employed to assess the organizational climate in order to determine the barriers to implementing team-based manufacturing at this plant. The assessment results indicated that both management and employees agreed that improvement is needed on ten items in the survey. These items were used as objectives in curricula written for line-level employees and first-line supervisors at this worksite.

As a result of the workplace literacy training the Human Resources Supervisor and the Plant Manager report that:

- More cross-training is taking place throughout the plant.
- Associates are now requesting classes to assist them in preparing for team-based manufacturing and other industry changes.
- The mixture of workers from various job descriptions found in the classes ensured that workers began working together to solve problems, and the mixture has increased understanding between job categories.

- Team-building curricula developed for the project taught employees how individual jobs fit into the industry as a whole, and how they can impact the productivity with decisions they implement.
- Problem solving curricula enabled employees to create and implement methods of reducing inventory without shutting down machines.
- Employees have begun to stay past quitting time to ensure efficient transfer of operations to the personnel on the next shift.
- Employees are writing directions and memos rather than relying on oral communications. This allows workers and management to keep a history of actions.
- Improvements in oral communications led to employees making recommendations for vendors, prospective employees, and more efficient tools.
- Employees brought well-developed plans to the attention of management which, according to management personnel, "Makes it easier to say yes."

Plants 2 - 5: Remove barriers to team-based manufacturing

A university conducted a study in July of 1993 of these four plants to examine the feasibility of self-managed teams there. The report concluded "that self-managed teams are not feasible for [these plants] but can develop after many years of preparations. The recommendation to [the company] is to increase the overall education level of its employees to create a team environment. It also should install a series of training programs to team associates on how to work effectively on a team."

To increase their education level, employees have participated in basic skills classes offered by the project. Learning gains have averaged 30.3%, 25.6%, 36.6%, and 32.9%. Furthermore, seventeen employees have earned the GED certificate of high school equivalency. Plant management reports that these learning gains have also improved workers abilities to communicate, improved their self-esteem, increased their recognition of the need for education, and helped them relate education to their jobs.

Plants 6 - 8: Improve schedule attainment

The division schedule attainment rate for all three plants at the beginning of the project was 93%. At the end of the project, Plant 6 had a rate of 92.5%, Plant 7's rate was 81%, and the rate for Plant 8 was 74.1%. Although plant management selected this measure of productivity to track for evaluation of the workplace literacy project, curricula to address areas impacting this measure were not requested. Plant managers at plants 7 and 8 report that an increase in orders, the opening and closing of a manufacturing line, lack of qualified employee applicants, and receiving the wrong material had the greatest impact on the schedule attainment rates. These two plants are scheduled for closure by the beginning of 1998.

Plants 9-10: Reduce waste, improve efficiency, and (Plant 9 only) improve customer turnaround (Although the plants selected these measures at the beginning of the project, in some instances they stopped collecting the data before the project ended.)

SITE	MEASURE	Prior to Project	Last Reported	Change
Plant 9	Reduce Waste	3.02%	8%	increased by 5.02%
	Increase Efficiency	89.94%	89.8%	decreased by .14%
	Lower Customer Turnaround	5.09	6.11	lowered by 1.02
Plant 10	Reduce Waste	12.35%	7.30%	reduced by 5.05%
	Increase Efficiency	88.14%	89.01%	increased by .87%
	Reduce Incident Rate[1]	9.04	7.14	reduced by 1.9

Plant 11: Decrease incident rate -- decreased by 7.02 (from 16.73 to 9.71)

Plants 12 - 13: Decrease incident rate -- One plant decreased by 11.21 (from 17.32 to 6.11); the other plant decreased by 1.1 (from 13.38 to 12.88).

Plant 14: Improve pounds per person-hour[2] -- decreased by .2 pounds per person-hour (from 44.5 to 44.3)

Plant 15: Increase weaving production -- production rate decreased .3% (from 93.4% to 93.3%)
Reduce seconds -- increased by .19% (from 1.21% to 1.4%)
Improve pounds per person hour -- improved by 2.64 (from 27.04 to 29.71)

During the project's second year this plant became a division within another company and experienced changes in key management personnel and company focus. Project staff provided

[1]The incident rate is calculated as the number of medical recordables multiplied by 200,000 (a constant set by the US Bureau of Labor Statistics and representing 100 employees working 40 hours per week for 50 weeks). The product of this formula is then divided by the total employee hours worked.

[2]Improved pounds per person hour are indicated by reductions in seconds produced and reductions in monthly shorts.

information to the Human Resource Manager to assist the plant in developing a new training program for all employees.

OBJECTIVE 18: Following conclusion of the project period at least seven additional non-participating textile industries will adopt the methods and materials developed in the project to address their workplace literacy improvement needs.

Performance Evaluation Measure - A written certification by the industry CEOs will be on file in the Project Director's office within six months of project completion.

As noted in Objectives 10 and 11 dealing with acquisition of project curricula and the dissemination of project activities and outcomes, four non-partner textile industries and four non-partner educational institutions acquired and used curricula developed in this project. The success of this project attracted requests for the methods and materials from businesses and industries not related to the textile industry, and project staff provided information and technical assistance to all interested parties.

Besides the eight organizations referenced in Objective 10 as using the curricula, three industries have adopted the methods and materials developed in this project: The Arrow Company (textile industry) in Enterprise, Alabama; the Torrington Company (bearings manufacturer) in Clinton, South Carolina; and the W.R. Grace Company (micro nutrients manufacturer) in Clinton, South Carolina.

LESSONS LEARNED

Measuring Return on Investment

Attributing project activities to improved productivity is an ongoing challenge. The outcomes for the project objectives dealing with retention, turnover, and productivity are greatly influenced by factors beyond the control of the project. Workforce reductions caused by changing corporate priorities, the redefinition of shifts, seasonal work, cost cutting efforts, changes in key management, and changes in ownership are of such significant impact as to overshadow the improvements made by this project.

During visits to the worksites in Year 2 of the project, the external evaluator facilitated discussions between project staff and industry personnel that assisted in identifying other methods of measuring productivity than those that had been selected at the beginning of the project. The following paragraphs describe the results of those discussions.

At a project steering committee meeting, the Human Resources Manager of worksites 6 - 8 reported on data regarding lost time days away from work, lost time accidents, and OSHA recordable injuries. The data showed significant improvement in these areas, all of which are addressed in curricula taught in the project. This match of productivity measures to curricula makes improvement more attributable to the efforts of the project. According to the Human Resources Manager, the reduction in accidents and time away from work equals an increase in production of 100,000 pieces per year.

Plant 11 experienced an extensive period of change resulting in new shift schedules and changes in production in their division. The plant manager and other key managers all reported that the most evident outcome of participation in the training program was a change in attitude. Employees became more cooperative, exhibited a better understanding of management, and were better able to learn other skills after program participation. In fact, one key measure of success is that Plant 11 found that the new hires training program resulted in a decrease of 4 to 5 days in the training time required by the new employee when s/he arrives on the work floor. This is a reduction of about 20% to 25% in the time required for trainees to achieve certification.

Another specific outcome at Plant 11 was an increased willingness to pursue additional training as 19 people in this plant returned to adult education classes and obtained a GED even though they did not receive this training directly in this project. There had been little interest in the adult education program prior to the start of the workplace literacy activities.

Furthermore, Plant 11 observed a change in absenteeism statistics. New hires began receiving training through the project in Year 2 . Prior to this, new hires had the highest absenteeism in the plant. New hires in the workplace literacy program reversed this trend and had a lower absenteeism rate than current employees. Also self esteem improvement showed up in less complaining. A better understanding of company policies and philosophy resulted in fewer complaints about the company among participants. The literacy skills training provided to the new hires resulted in employees with better communications and problem solving skills.

Plants 12 and 13 constitute a division for one partner. Through the innovative leadership of the division's director these two plants have risen from the bottom of the productivity and quality charts to among the best in the industry. The director eagerly added the workplace literacy program to the "People Power" process he instituted at the two plants. Since this process affects so many factors and the workplace literacy training was incorporated into it, there is no way to statistically separate the impact of the People Power process and the workplace literacy program. Observations by the director and other key managers were that the workplace literacy program is critical to the success of the overall program, and the workplace literacy program reduced absenteeism and increased worker safety. Both topics were addressed in the curriculum for the classes taught at these sites.

An additional measure of workplace literacy program impact is demonstrated in an employee survey administered at Plant 14. The Employee Awareness Survey was conducted near the end of 1995, and the results were compared to the baseline survey results taken in late 1994, before the workplace literacy training program began. Significant gains occurred in almost all survey areas. This attitude survey provided management with a tool for assessing areas where improvement is needed or where changes -- in this case in the workplace literacy program -- impacted employee attitudes. At the time of the survey, training was perceived more positively with a score of 7.41 (on a 10-point scale) as compared to 6.92 the previous year. The communications score improved dramatically -- from 4.96 to 6.6. Employees also exhibited better attitudes about their supervisors and about the level of recognition they receive. These outcomes provide very concrete documentation of the impact of the training program on attitudes that the employer believes affect performance.

Creating Curriculum

Although industry partners selected a productivity measure to track during the project, too often the curricula requested for on-site courses had little to do with the measure. As the program evolved and the partners shared information with the external evaluator, project staff, and project steering committee members, better matches were made between curriculum objectives and productivity measures. Still, many industry partners stated that quantitative analyses of productivity were not as important to them as helping their employees become better learners. It is also true that the industry partners in this project were operating at peak productivity when the project began.

Another lesson in measuring project outcomes deals with the number of hours of training a learner attends. The industrial partners increasingly required that the length of courses taught during the project be limited so that workers were off the floor for the least amount of time possible. Project staff responded to this by condensing some of the curricula into shorter courses and by extracting portions of curricula to be taught in shorter modules. Both of these responses improved the curricula and gained greater support from industrial management. These responses were possible for three reasons: (1) The curricula was in a standard format so the elements were readily available for adaptation, (2) the curricula had two to three levels of learning objectives making it possible to extract precise learning objectives and activities, and (3) the instructors were accepted as part of the plant culture giving them access to the personnel and areas necessary for gathering information about the needs for course content.

Cultivating Partnerships

Serving multiple sites of a variety of industries across state lines was fraught with possible barriers. However, the commitment of all partners – industry and education – to the success of this program is the key to the remarkable achievements of the partnership. The education

partners effectively reached out to other education providers to invite their participation, to teach them the tenets of workplace literacy, and to support their efforts at applying these lessons. In an environment often marked by destructive competitiveness among institutions, it is unusual to see a spectrum of institutions cooperate so fully.

The industry partners represented many different management philosophies and levels of commitment to workforce development, however all industry partners took a major step in committing resources and time of their own personnel to this project. The belief in the program and its outcomes is clear when interviews were held with management personnel. Plant managers quickly recognized that though some outcomes are measurable (such as skills improvement), they saw many intangible improvements – changes in attitude toward learning and changes in attitude toward managers and peers that lead to positive outcomes on the plant floor. These observations translated into many commitments to continue training activities after federal funding ends.

With a multi-state scope extending across 650 miles, communication among project staff and industry personnel was critical. Along with the project director, project management was performed by two site coordinators who were responsible for the day-to-day operations of approximately seven sites each. Regular and frequent traveling by the project management among the sites provided in-person communications with instructors and industry management that was an important factor in the project's success. In between visits, the site coordinators made telephone calls weekly to each of their sites to ensure efficient day-to-day management. Future projects can enhance communications through the use of technology including e-mail and the internet, however, personal contact will likely remain an indispensable method. On-site steering committees and the project steering committee were other efficient means of communicating about project activities, lessons, and successes.

Finally, consideration of project success must also include the importance of a well developed plan of operation. The plan for this project clearly identified the roles, responsibilities, objectives, and evaluation measures that provided a solid foundation as well as opportunities for continuous improvement throughout the duration of the program.

APPENDIX A

Lists of DACUM Panels and Job Profiles Completed

Sample Job Analysis Chart

Sample Job Profile

LISTS OF DACUM PANELS AND JOB PROFILES COMPLETED

DACUM Panels

Accounting
Administrative Assistant
Administrative Support
Air Conditioner Technicians
Assistant Slasher Operator
Assistant Tye-In Operator
Assistant Warper Operator
Blender Operators
Blender Leads
Cabling Operators
Card/Drawing Operator
Card Operator
Carding Department Technician
Carpet Loom Technicians
Clean-Up Crew
Cloth Grader
Cutters and Bundlers
Doffers
Double Needle Sewing Machine Operator
Drafters
Drape Line Operators
Drawing Operator
Electricians
Fiber Blender Operator
Frequency Checker
Grommet Designers
Group Leaders
Inspect and Fold Garment
Kaumograph
Lab Technician
Labor Analysis
Loom Filler Supplier
Loom Technician
Maintenance
Mechanics
MJS Spinner
MJS Technician
Packers
Quality Control Auditors
Receiving
Recorder/Technician
Ring Spinner
Roving Operator
Shipping
Single Needle
Slasher Operator
Spinning Room Technician
Spinning Operators
Spooler Technician
Suessen Operators
Supervisors
Top Treatment Operators
Trainers
Trim Clerk
Tuft-a-Feed Technicians
Twister Operators
Ty-In Operator
Warehouse Men
Warper Operators
Weaver
Winder Operators
Winder Service Operator
Work Handlers
Wrapper/Rollers

Job Profiles

Bobbin Creeler
Drafters
Garnett Operator
Lab Technician
Maintenance Supply Clerk
Material Handler
Overhauler
Packers
Plant Utility
Rewind Operator
Spinning Operator
Spinning Operator Trainee
Spinning Room Technician
Suessen Creeler
Suessen Operators
Tuft-a-Feed Operator
Tuft-a-Feed Technicians
Twister Operators
Winder Operators

JOB ANALYSIS

Carding Department Technician

(DOT 689.260-010 Machine Fixer)

. February 1995

Clinton Mills, Geneva

Duties	Tasks				
Transport Materials	Weigh/report waste	Haul waste to opening room	Load materials	Move materials Supply spinners with roving	Return empty cans Collect waste
Covering Operator Jobs	Run needed machinery	Utilize prior training	Communicate with supervisor about job needs	Communicate with other associates	Prioritize job needs
Follow Scheduled Maintenance	XL Cleaner, Garnett machine Maintain carding machines	Junior cleaners, Stack blenders Maintain fine openers	Dust house, condensors, Bale-o-matic Maintain multi mixer	Vacuum system, Hoppers, card cans, roving boxes Maintain bobbin stripper	
Maintain Quality	Maintain proper maintenance Maintain safety procedures	Communicate with other associates Check operators procedures	Assist lab in maintaining quality Communicate with super. on internal customer needs	Prioritize jobs in order of importance Read/understand/ correct lab reports	Analyze costs and production needs
Perform Housekeeping Daily	Keep area in order Keep fire exits clear	Sweep floors Clean up oil spills	Pick up bobbins Blow off machinery		
Follow Safety Procedures	Maintain fire system Check safety covers Understand chemical regulations	Clean up grease Lock machinery out Check to make sure safety procedures are followed	Look for potential problems Maintain hazard-free work area Check for clearance before starting machine	Wear safety equipment Use proper disposal procedures Communicate safety procedures to other associates	
Repair Breakdowns	Cut power off Look up part on diagram Replace part	Lock out machinery Check supply book Keep up with lost time on machine	Determine problem Write supply ticket Communicate between shifts	Write shop ticket if needed Communicate with supply dept. about needed parts Clean up work area after repair	Contact electrician in needed
Maintain Roving Frames	Cut power off Check for worn parts Check and set PIV units	Lock out machinery Check oil levels Check and set cams and clutches	Blow/clean roving frame Check gear settings Gauge steel rollers	Clean steel rolls Check and set builder Check compound units	Grease roving frame
Maintain Drawing Frames	Cut power off	Lock out machinery	Grease drawing frame Check gear settings	Check for worn parts	Clean drawing frame Follow scheduled maintenance

Personality Nee

- **Good Attitude**
- **Committed to the J**
- **Adaptable to Chan**
- **Give & Follow Ord**
- **Hard Worker**
- **Ability to Understa Work Situations**
- **Good Time Manage**

Educational Ne

- **Problem Solving**
- **Reading Charts and Graphs**
- **Reading and Follow Instructions**
- **Filling out Forms**
- **Following Safety Procedures**
- **Reading Gauges**
- **Communication Skil**
- **Team Building**
- **Critical Thinking Sk**
- **Organizational Skill**
- **Math Skills**
- **Understanding Time Lines**
- **Cross Training**
- **Computer Training**

Facilitator:
Sharon McCall,
Site Coordinator

Recorder:
Gena Holley, Instruct

Panelists:
Doug Avant
Andy McLean
Gary Jordan
Donald Austin
Wayne Enfinger
Jason Blakeney

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Workplace Analysis

Job Profile

SEWING SUPERVISOR. Buddcraft

Job/Training Program WORKFORCE 2000 **Date** 1994

Contact Person _____ **Phone #** _____

Address _____

The **Workplace Analysis** can be used to identify the reading, writing, math, organizational, communication, problem solving, and workplace expectation skills that may be needed by an employee to succeed on the job or in training. The Workplace Analysis is available in two forms:

the **Workplace Analysis/Job Profile**, and
the **Workplace Analysis/Individual Profile**.

The **Workplace Analysis/Job Profile** can be used by workplace instructors to obtain an accurate analysis of specific basic skill competencies required to perform a job successfully. This replaces reliance on set reading or math grade levels, which do not accurately reflect the specific application of basic skills needed for success in employment or in training. The comment section is used to record information about the difficulty level and how frequently the specific skills are used during job performance or training. Workplace documents can also be referenced here.

The **Workplace Analysis/Job Profile** can be used to plan instruction that is concurrent with employment. The basis for curriculum will be specific, time will be used efficiently, and objectives will be targeted to meet the individual needs of employees for job related basic skills instruction. The specific basic skill requirements are cross-coded to the CASAS competency list to facilitate curriculum planning.

The **Workplace/Individual Profile** can be used by employers and basic skill instructors to determine an individual's ability to perform each basic skill in relation to the basic skill requirements of the job or training program. This information will be useful in establishing training and program interventions needed in order for the individual to meet the job requirements. The specific basic skill requirements are cross coded to the CASAS competency list for use in establishing these interventions.

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CASAS Comprehensive Adult Student Assessment System

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CASAS

I. READING SKILLS	Workplace Requirements of Job/Program: Must Know To Succeed	Not Expected To Know Before Beginning (Will Teach)	Not Important For This Program/Job	CASAS Competency Number *	COMMENTS
A. *Read and interpret vocational vocabulary.*					
1. Read and interpret general vocational vocabulary. (e.g., danger, exit, manager's office)	✓			4.1.8.	
2. Read and locate information listed in alphabetical order. (e.g., files, parts, tools)	✓			2.1.1. 2.5.6. 2.8.3.	
3. Utilize reference materials and glossary lists in vocational texts, manuals, and handouts.	✓			2.5.6. 2.8.2. 4.3.2.	Materials contained in SOP Manuals
4. Identify abbreviations and symbols specific to the job. (e.g., lb., UPS)	✓			4.1.8.	Understand meaning of SAH, GMP, SOP, SPC
B. *Read and interpret written vocational materials.*					
1. Read and interpret specific information from written materials, e.g., employee contracts, employee handbooks, personnel policies, business letters/memos, and job manuals.	✓			4.2.2. 4.2.3. 4.2.4. 4.3.2.	Interpret and administer attendance policy, etc.
2. Read and interpret written instructions from instructor and supervisor.	✓			4.4.3. 4.4.5.	
3. Read and interpret written sequential directions in textbooks, manuals and handouts.	✓			2.5.4 4.2.4	Follow directions outlined in SOP's
4. Read and interpret employee/student progress records or performance appraisals.	✓			4.4.4.	Annual performance appraisals conducted on each employee
5. Utilize table of contents, index, and appendices in textbooks, manuals and handouts.	✓			2.8.2 4.3.2	
6. Read and interpret basic instructions and labels in operating equipment and utilizing supplies.	✓			1.7.3 3.4.1	
7. Read and interpret charts, graphs, tables and forms	✓			1.1.3 4.4.3 6.7	Read and comprehend SPC charts
8. Read and interpret maps, schematic diagrams, pictorial drawings, illustrations and blueprints	✓			1.1.3 4.4.3 6.6.5	Spec sheets generated for each product line
9. Read and interpret basic switches and dials.	✓			1.1.4 1.1.5	

* Refer to the **CASAS Curriculum Index & Matrix** for resource references.

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CASAS

II. WRITING SKILLS	Workplace Requirements of Job/Program: Must Know To Succeed	Not Expected To Know Before Beginning (Will Teach)	Not Important For This Program/Job	CASAS Competency Number *	COMMENTS
A. *Use Legible Writing and Appropriate Grammar.*					
1. Print or write legibly in ink.	✓			**	
2. Utilize appropriate mechanics of standard English.	✓			**	
B. *Utilize Occupational Specific Forms*					
1. Record date, time, and other requested information on work forms, charts, graphs.	✓			443 **	Must maintain log on lost production time
2. Write common abbreviations specific to the job.	✓			443	
C. *Write comprehensively.*					
1. Write information in clear, logical and complete manner.	✓			**	Report of accidents and injuries for WC
2. Take telephone messages accurately.	✓			217 **	
3. Write short notes and/or simple memos.	✓			443 **	
4. Write letters using correct structure and sentence style.	✓			**	
5. Use computer for simple word processing.			✓	446	
6. Organize information into a brief written report.	✓			**	Reports to HR on employee occurrences

* Refer to the **CASAS Curriculum Index & Matrix** for resource references.
** Refer to the **CASAS Writing Assessment Manual** and the **CASAS Applied Performance Manual.**

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CASAS

	Workplace Requirements of Job/Program				
	Must Know To Succeed	Not Expected To Know Before Beginning (Will Teach)	Not Important For This Program/Job	CASAS Competency Number *	COMMENTS
B. *Understand occupational specific use of mathematical symbols.*					
1. Interpret ratio and proportion, e.g., preparing mixtures, figuring pay rate.	✓			642, 645.	Calculating output in SAH's on variety of product lines
2. Interpret data from graphs, e.g., line, bar, picture and circle graphs.	✓			671, 672, 673, 674.	Interpret trends on SPC charts
3. Identify lower case and upper case Roman numerals up to 1,000. (e.g., table of contents)			✓	601.	
C. *Utilize occupational specific measurement skills.*					
1. Calculate with units of time, e.g., figuring shipping schedules, use of time zones.	✓			213, 666.	Production and pay rates in minutes
2. Perform basic measurement tasks determining length, width, height, weight, including the use of conversion tables.	✓			114, 119, 662, 667, 664.	Checking garment measurements from spec sheets
3. Read and interpret basic measurement and numerical readings on measurement instruments, e.g., ruler, scale, micrometer, gauge, scope; including identifying fractions in progressive sizes.	✓			114, 664, 665, 667	Reading measuring tapes and rulers; reading temperature, timer, and air pressure gauges on Kaumograph machine
4. Solve measurement problems in U.S. Standard or Metric units using linear dimensions, area, volume, weights, geometric shapes and angles.			✓	112, 662, 663	

* Refer to the **CASAS Curriculum Index & Matrix** for resource references

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Job Profile
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CASAS

V. COMMUNICATION SKILLS

	Workplace Requirements of Job/Program				
	Must Know To Succeed	Not Expected To Know Before Beginning (Will Teach)	Not Important For This Program/Job	CASAS Competency Number *	COMMENTS
1. Follow spoken sequential directions.	✓			2.2.1. 4.4.5.	
2. Use the telephone to make and receive business calls.	✓			2.1.8.	
3. Interpret task-related communications such as following, clarifying, giving or providing feedback to oral instructions.	✓			0.3.1. 4.4.5.	communicating quality problems to line workers; clarifying operating instructions
4. Formulate and ask questions.	✓			0.1.2. 4.4.5.	
5. Use appropriate non verbal communication.	✓			0.1.1.	
6. Organize information into an oral report.	✓				oral presentations to employees and supervi s
7. Utilize English that is acceptable with supervisors, peers, and clients.	✓			0.1.4. 4.4.1.	
8. Engage in appropriate social interaction with supervisors, the public, co-workers, and instructors.	✓			0.1.3. 4.4.1.	
9. Initiate action in response to requests from the supervisor, instructor, or customer.	✓			4.4.2. 4.4.5.	

* Refer to the CASAS Curriculum Index & Matrix for resource references.

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CASAS

Workplace Requirements of Job/Program				
Must Know To Succeed	Not Expected To Know Before Beginning (Will Teach)	Not Important For This Program/Job	CASAS Competency Number *	COMMENTS
✓			4.4.1. 4.4.4.	
✓			4.2.3. 4.2.4. 4.4.1.	
✓			4.3.3. 4.3.4.	
✓			4.4.1.	

B. *Understand employer and instructor expectations of workplace/classroom behavior.*

1. Identify situations in which employers and instructors usually expect work or school to have priority over personal affairs.
2. Identify situations in which action should be preceded by getting prior consent or advice from supervisor or instructor.
3. Identify situations in which employee/student is expected to take the initiative to report an unsafe or unusual condition to supervisor or instructor.
4. Identify appropriate behavior, attitudes, and social interaction for keeping a job and getting a promotion.

* Refer to the **CASAS Curriculum Index & Matrix** for resource references.

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Job Profile
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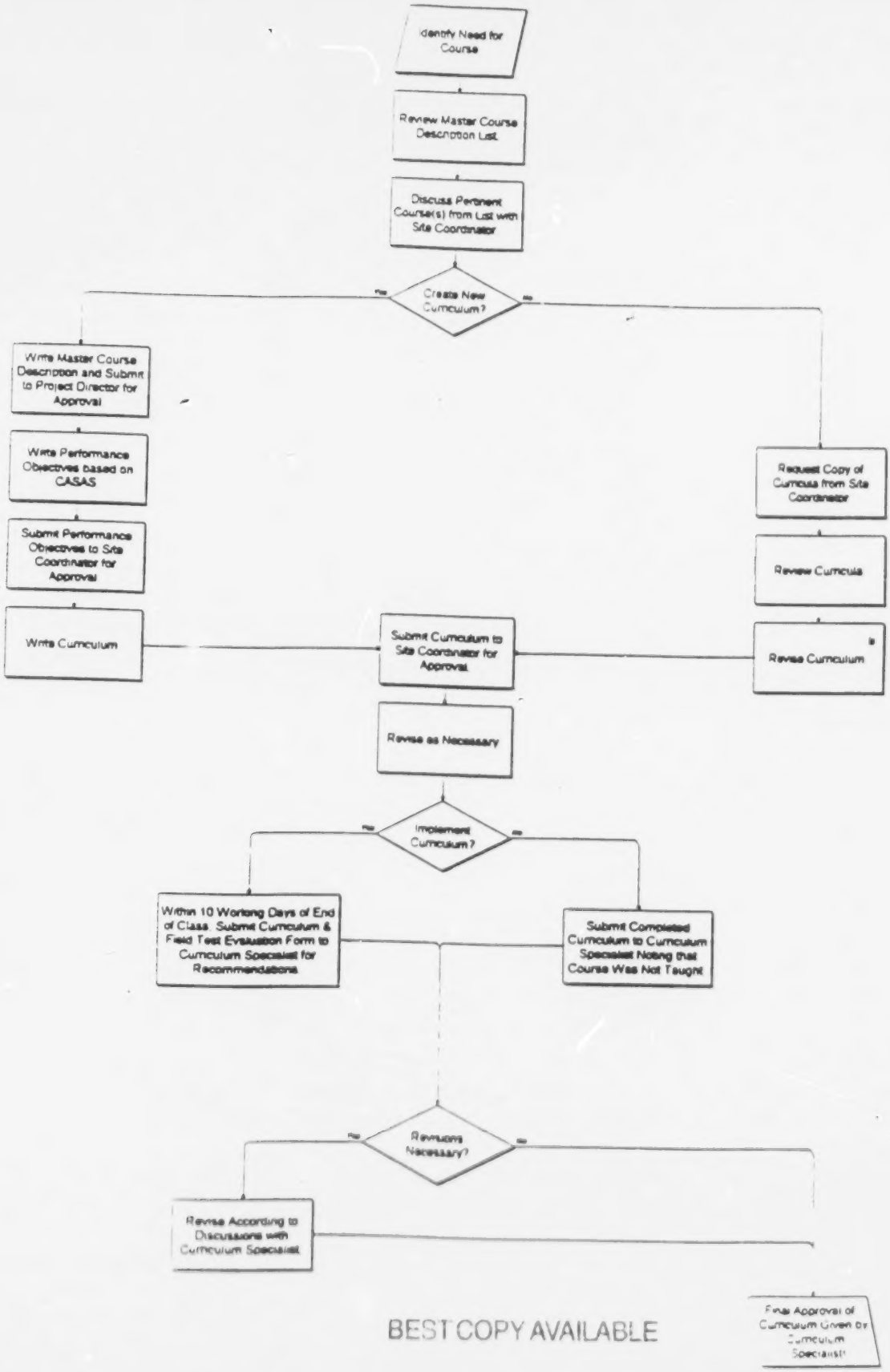
APPENDIX B

Curriculum Development Process Flow Chart

Titles and Descriptions of Learning Modules

Sample Field Test Evaluation Form


Identify Need for Course
Review Master Course Description List
Discuss Pertinent Course(s) from List with Site Coordinator
Create New Curriculum?
Yes
No
Write Master Course Description and Submit to Project Director for Approval
Write Performance Objectives based on CASAS
Submit Performance Objectives to Site Coordinator for Approval
Write Curriculum
Request Copy of Curricula from Site Coordinator
Review Curricula
Revise Curriculum
Submit Curriculum to Site Coordinator for Approval
Revise as Necessary
Implement Curriculum?
Yes
No
Within 10 Working Days of End of Class, Submit Curriculum & Field Test Evaluation Form to Curriculum Specialist for Recommendations
Submit Completed Curriculum to Curriculum Specialist Noting that Course Was Not Taught
Revisions Necessary?
Yes
No
Revise According to Discussions with Curriculum Specialist
Final Approval of Curriculum Given by Curriculum Specialist

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TITLE AND DESCRIPTIONS OF LEARNING MODULES

Course	Description
Introduction to Textiles for Team Building	Introduction to Textiles for Team Building is designed to introduce the textile manufacturing process to both new and existing associates. A team building approach will be emphasized to aid associates in understanding the concept of working together to accomplish a common goal.
Listen Up for Safety Sake	Listen Up for Safety Sake teaches employees the basic skills they need to understand and apply safety information. As a result of participation, associates will be able to take notes, formulate and ask questions, and paraphrase main points from oral presentations and written material.
Machinery of Management	The Machinery of Management teaches the basics of communication, leadership, interviewing, and teamwork skills to first-line supervisors. As a result of participation, employees will be able to ask questions, clarify information, and provide feedback to associates; deliver an oral presentation; write a memo and an article; list the steps in coaching; use assertive techniques for corrective action; prepare and conduct an employment interview; use a teamwork approach to solving problems; and solve interpersonal conflicts on the job.
Math Skills for Textile Technicians	Math Skills for Textile Technicians is designed to upgrade the basic math skills. As a result of participation, textile technicians will perform calculations and solve problems that contain fractions, decimals, and percents.
Monitoring Process Performance	Monitoring Process Performance teaches the vocabulary, computation, and reading skills necessary for employees to monitor the performance of various processes in manufacturing. As a result of participation, employees will be able to compute whole numbers and decimals used on charts, read and interpret charts, and use critical thinking techniques to solve workplace problems.
Patterns for Success I	Patterns for Success I prepares new employees at Pridecraft Enterprises to use reading, writing, speaking, listening and computation skills for successful entry into the workforce.

TITLE AND DESCRIPTIONS OF LEARNING MODULES

Course	Description
Patterns for Success II	Patterns for Success II prepares new employees at Pridecraft Enterprises to use critical thinking, problem solving, team work and other higher order skills for successful entry into the work force.
Presenting Effective Workplace Presentations	Presenting Effective Workplace Presentations helps employees identify different means of presenting information by stating key points; having an introduction, body and closure; and using visual aides. As a result of participation, employees will be able to organize information into an oral report; utilize English that is acceptable with supervisors, peers, and clients; and utilize or create memory devices and visual images for remembering information.
Reading for Quality, Commitment & Adaptability	Reading for Quality, Commitment, and Adaptability teaches textile workers to define terms necessary for the interpretation of written workplace information concerning quality, commitment, and adaptability.
Success Skills I	Success Skills I teaches the entry level textile worker to read, write, compute numbers, and communicate effectively in a workplace context. Participants will learn to read information from job and quality manuals, write about plant policies and procedures, calculate plant formulas, and communicate workplace information.
Success Skills II	Success Skills II teaches the entry level textile worker team building and problem solving strategies which may be applied to workplace situations. Participants will learn to identify problems, brainstorm solutions, predict outcomes, make decisions, and assess results in a variety of workplace situations.
Success Skills for Quality Education	Success Skills for Quality Education provides the hourly textile worker instruction in reading, writing, computing numbers, and using problem solving strategies in a workplace context. As a result of participation, employees will be able to read and define terms related to quality; complete a process improvement form; calculate the cost of doing things wrong; and identify problems and solutions utilizing the five-step problem solving process.

TITLE AND DESCRIPTIONS OF LEARNING MODULES

Course	Description
Team Building	Team Building teaches textile workers strategies for effective team building and problem solving.
The Mechanics of Teams	The Mechanics of Teams teaches communication and team building skills needed to identify and eliminate work environment barriers to team-based manufacturing. As a result of participation, associates will be able to communicate effectively in teams, describe methods for increasing cooperation within/between departments, and recognize the value of diversity in the workplace.
Understanding GMP's	Understanding GMP's will use work specific manuals and videos to teach employees basic reading and listening strategies. As a result of participation, employees will demonstrate improved comprehension and retention of workplace information about Good Manufacturing Practices.
Vocabulary for Quality Systems	Vocabulary for Quality Systems teaches employees to read and interpret vocational vocabulary related to quality systems. As a result of participation, employees will be able to define terms used in the quality manual.
Workplace Writing	Workplace Writing provides self-paced instruction on sentence construction and word usage, with actual workplace application using industry forms and procedures. As a result of participation, employees will be able to write legibly; use standard English; record requested information on work forms; write information in a clear, logical and complete manner; write short notes and memos; and organize information into a brief written report.
Workplace Leadership Skills	Workplace Leadership Skills is designed to teach first-line supervisors and team facilitators the basic principles of leading, motivating, and developing employee potential.
Write On! Business Writing for Textile Workers	Write On! Business Writing for Textile Workers is designed to introduce the textile worker to techniques for improving writing skills. As a result of participation, workers will be able to utilize mechanics of standard English in developing resumes, reports, memos, telephone messages, and business letters and forms.

TITLE AND DESCRIPTIONS OF LEARNING MODULES

Course	Description
Monitoring Process Performance Refresher	Monitoring Process Performance Refresher teaches the critical thinking skills needed to monitor the performance of workplace processes in manufacturing. As a result of participation, employees will be able to interpret charts to solve quality problems.
Math Skills for Textile Technicians II	Math Skills for Textile Technicians II continues to upgrade introduced Math Skills for Textile Technicians. As a result of participation, textile technicians will reinforce their skills in percents, fractions, standard units of measurements, and metric measurements. These skills will be used to solve problems that contain formulas, charts, and graphs.
Workplace Basics for Supervisors	Workplace Basics for Supervisors focuses on building confidence and cooperation, improving communication skills, applying decision-making and problem-solving strategies, and organizing and delegating work appropriately. Instruction will be based on specific job situations and will emphasize job-related materials.
Problem Solving	Problem Solving teaches textile workers a problem solving approach to stress and time management.
Math Skills for Loom Technicians	Math Skills for Loom Technicians is designed to upgrade the basic math skills of loom technicians and to teach them the prerequisites for calculating numerical values and constructing simple control charts.
Math Skills for Carding/Spinning Associates	Math Skills for Carding/Spinning Associates is designed to upgrade the basic math skills of carding and spinning room associates and to teach them the prerequisites for calculating numerical values and constructing simple control charts.
Math Skills for Weave/Cloth Room Associates	Math Skills for Weave/Cloth Room Associates is designed to upgrade the basic math skills of weave and cloth room associates and to teach them the prerequisites for calculating numerical values and constructing simple control charts.

TITLE AND DESCRIPTIONS OF LEARNING MODULES

Course	Description
Mastering Fractions	Mastering Fractions helps employees understand and use fractions. As a result of participation, employees will be able to perform computations of addition, subtraction, multiplication, and divisicn using common or mixed fractions. Employees will also be able to perform approximations by estimating, rounding off numbers, and judging the correctness of the response.
Effective Training Skills	Effective Training Skills teaches the textile trainer to select, organize and deliver information to help new employees learn and perform jobs efficiently and effectively.
Interpersonal Communication	Interpersonal Communication helps textile workers choose appropriate methods for communication with colleagues and supervisory personnel.

Field Test
Evaluation Form

Curriculum Module: Mech. of Teams

Start Date: 4-15-97 / 4-17-97

End Date: 6-5-97 / 6-3-97

Instructor: Joan B. Howell

Evaluation Comments: Please critique the above Curriculum Module indicating the strong and weak portions of the module. State also any required modification and the reason for the change.
(Attach additional sheets if necessary)

The only change that I made was the substitution of the WORKING assessment for the "$10,000 Gift" activity - All went smoothly. I am looking for more consensus-seeking activities to alternate with the ones I currently use.

Joan B. Howell
Instructor Signature

Field Ex

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APPENDIX C

Supervisor Evaluation Form: Employee Profile

EMPLOYEE PROFILE

Employee's Name _____
Job Title _____ SS# _____
Supervisor _____ Date _____
Worksite _____

Please evaluate the employee named above by circling the number which corresponds to the description that most closely describes the employee's work performance.

(5) Excellent, (4) Good, (3) Average, (2) Fair, (1) Poor, (0) Not Applicable

5 4 3 2 1 0	1.	Reads and interprets general job-specific vocabulary
5 4 3 2 1 0	2.	Reads and interprets written instructions from supervisor
5 4 3 2 1 0	3.	Reads and interprets basic health and safety procedures at the job/training site
5 4 3 2 1 0	4.	Follows spoken directions from supervisor
5 4 3 2 1 0	5.	Uses legible writing and appropriate grammar
5 4 3 2 1 0	6.	Can present ideas in an oral report
5 4 3 2 1 0	7.	Solves problems and arrives at decisions as a team member in a work setting
5 4 3 2 1 0	8.	Uses English that is acceptable with supervisors, peers, and customers
5 4 3 2 1 0	9.	Organizes information and writes in a clear, logical, and complete manner
5 4 3 2 1 0	10.	Transfers or applies skills learned in one job situation to another
5 4 3 2 1 0	11.	Solves interpersonal conflicts on the job
5 4 3 2 1 0	12.	Organizes time and prioritizes work-place responsibilities
5 4 3 2 1 0	13.	Interprets data from graphs, charts, tables, and forms
5 4 3 2 1 0	14.	Reads and interprets basic measurements and numerical readings on instruments
5 4 3 2 1 0	15.	Differentiates, sorts, and classifies information
5 4 3 2 1 0	16.	Exhibits good interpersonal relations (e.g. cooperates with co-workers, reacts appropriately to criticism)
5 4 3 2 1 0	17.	Demonstrates positive attitude (self-confident, adaptable, responsible)
5 4 3 2 1 0	18.	Maintains an acceptable attendance record
5 4 3 2 1 0	19.	Maintains appropriate physical appearance
5 4 3 2 1 0	20.	Completes tasks effectively with a minimum of supervision

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APPENDIX D

Formative Evaluation Plan

EVALUATION PLAN
SUCCESS SKILLS FOR TEXTILE WORKERS
V198A40273

As stated in Objective 12 of the project proposal, a detailed formative evaluation plan has been developed. This plan, consisting of the Evaluation Graphic Summary and the project's objectives and performance evaluation measures, was adopted by the project Steering Committee at its meeting on January 31, 1995.

The objectives and performance evaluation measures are listed previously in this document.

Evaluation Graphic Summary

Major Summative Evaluation Questions	Answer Source/s	Data Collection Time/s	Person/s Responsible
1. Did workers who participated in Gateway training increase basic literacy skills?	Standardized Tests (pre-post) (Ex. TABE, CASAS) composite of analysis of teacher made pre-post test results	Months 6 - 32	Instructors
2. Did workers who participated in Pathway training increase performance efficiency (including self-esteem)?	CASAS Work Maturity Checklist (pre-post), Coopersmith Inventory (pre-post)	Months 6 - 32	Instructors, Industry Supervisors
3. Did significant numbers of workers participate in training for significant periods of time?	IEP's, Attendance Records	Months 6 - 32	Instructors
4. Did significant numbers of workers retain employment or receive promotions?	Employment records (EDS)	Months 6 - 32	Industry Representatives
5. Did new partner sites successfully implement program and processes?	Train-the-trainer workshop results and CEO certification	Months 8 - 28	Project Director, Curriculum Specialist
6. Did at least 50 employees obtain GEDs?	GEDs received (EDS)	Months 9 - 32	Instructors
7. Was employee turnover reduced?	Industry turnover rates (proprietary)	Months 8 - 32	Industry Representatives

Major Summative Evaluation Questions	Answer Source/s	Data Collection Time/s	Person/s Responsible
8. Was industry productivity increased significantly?	Industry productivity records (proprietary)	Months 8 - 36	Industry Representatives
9. Did the project serve as an effective demonstration model?	CEO Certificates of adoption of methods/materials	Months 12 - 36	Project Director
10. Was a set of literacy demands identified for each job classification in the worksites?	Copy of set of job classifications and related literacy requirements (DACUM/CASAS results)	Months 2 - 6 primarily (ongoing)	DACUM Facilitators, Site Coordinators, Instructors
11. Were employees assessed to determine discrepancies in job literacy demands and employee abilities?	Completed Job Audits/CASAS Inventories and Checklists	Months 2 - 6 primarily (ongoing)	Industry Representatives, Instructors
12. Was a curriculum created to match literacy demands with employee needs?	IEPs Learning Modules, Pre-post skills acquisition	Months 3 - 32 (ongoing)	Project Dir., Curriculum Specialist, Site Coordinators, Instructors
13. Was a curriculum applied to meet job/employee literacy demands?	IEPs Learning Modules, Pre-post skills acquisition	Months 3 - 32	Project Dir., Curriculum Specialist, Site Coordinators, Instructors
14. Were employees provided needed support services?	Employee Support Service Request Forms, IEPs, Referral Follow-up Interviews	Months 6 - 32	Instructors, Site Coordinators
15. Was a Dissemination Plan implemented?	Product - publication of plan - Steering Committee Approval	Months 1 - 36 (ongoing)	Project Director, Steering Committee
16. Was an Evaluation Plan implemented?	Product - publication plan - Steering Committee Approval	Months 1 - 36 (ongoing)	Project Director, External Evaluator

APPENDIX E

Dissemination Plan

Workforce 2000 Partnership Newsletters

Success Skills for Textile Workers
V198A40273
Dissemination Plan

Presentations at state, regional, and national conferences (e.g. Alabama Workplace Literacy Conference, Alabama Foundation for Workplace Education Conference, Alabama Textile Manufacturers Conference, Alabama Adult Education Summer Conference, Georgia Textile Manufacturers Conference, South Carolina Textile Manufacturers Conference, American Association for Adult and Continuing Education Conference)

Submission of articles to state and national education journals (e.g. Alabama Education, Alabama College Association Journal, Community College Journal, Adult Learning)

Submission of articles to industry newsletters and trade journals (e.g. Covington Connections, Eye of CMI, Textile World, Bobbin, Industry Week: The Management Magazine for Industry)

Submission of final performance report, final external evaluation report, and curriculum samples to the following clearinghouses:

Clearinghouse on Adult Education and Literacy
U.S. Department of Education
Switzer Building, Room 4428
400 Maryland Avenue, S.W.
Washington, D.C. 20202-7240

ERIC Clearinghouse on Adult, Career and Vocational Education
Center on Education and Training for Employment
1900 Kenny Road
Columbus, OH 43210

Response to inquiries from other agencies, industries, and projects – Project report, curriculum materials, technical assistance

Meetings with non-participating textile industries to encourage adoption of project materials and methods

Arrangement of news and public service spots on area TV stations – all sites

Train-the-trainer workshops at expanded sites - Years 2, 3

Submission of feature stories to area newspapers – all sites

Marketing (through ATMA, GTMA, SCTMA), of commercial quality materials – Year 3

NOTE: The Project Director shall be responsible for coordinating all personnel in fulfillment of the Dissemination Plan and activities shall be ongoing.

Workforce 2000 Partnership

Enterprise State Junior College ** MacArthur State Technical College
Southeast Alabama Adult Education Network ** Laurens County Literacy Council
CMI Industries, Inc. ** Opp & Micolas Mills
Pridecraft Enterprises ** Shaw Industries

Spring 1996 Volume I, Number 3
P.O. Box 1300, Enterprise, AL 36331 (334) 393 - ESJC ext 226

Governor Honors Shaw Plants

The Honorable Zell Miller, governor of Georgia, recently bestowed **Governor's Awards for Achievement in Workplace Learning** to industries in Georgia who have implemented successful workplace literacy programs. **Shaw Industries** plants in **Bainbridge, Dallas, LaFayette** and **Rome** were among those receiving the *Gold Award*.

The awards were presented at a ceremony and luncheon in the Westin Peachtree Plaza Hotel in Atlanta on March 1. As he congratulated recipients Governor Miller stated, "There was a time when all it took to get a good job was a good attitude and a strong back. That is no longer the case. Brains are as important as brawn."

The ceremony was the culmination of Georgia's 7th Annual Literacy Conference, presented by the Office of Adult Literacy, Georgia Department of Technical and Adult Education.

Among those attending the ceremony on behalf of Shaw and the Workforce 2000 Partnership were **Fred Turner**, Plant Manager, and **Brad Ward**, Human Resources Representative, Bainbridge; **Tony Cochran**, Human Resources Manager, Dallas/Rome; **Phillip Johnson**, Workforce 2000 Site Coordinator, MacArthur College; **Pat Hollis**, Vice President of Economic Development, and **Greg Boughton**, Workforce 2000 Instructor, North Metro Technical Institute.

Johnston Industries Receives Award For Innovation

Johnston Industries, of which the Opp & Micolas Division is a partner in the Workforce 2000 Partnership, recently received the 1996 **Award for Innovation** from *American Textile International* magazine. The presentation was made February 15 at a banquet in Columbus, Georgia, the headquarters for Johnston Industries.

Accomplishments of **Johnston Industries** which led to the award involve innovations in both manufacturing and marketing. According to *ATI*, these innnovations include an aggressive capital spending plan, mastery of product innovations, new ideas and markets for textiles, advanced techniques, designs and future-oriented manufacturing.

Among those attending the event were **Jimmy Donaldson,** Director of Industrial Relations, Opp & Micolas Division; and **Dr. Raymond Chisum,** President of MacArthur State Technical College.

Concerning the award, Dr. Chisum stated, "We are very pleased that the Opp & Micolas Division has participated with MacArthur College in three National Workplace Literacy Programs, and two Alabama Power Company grants. The Opp & Micolas Division's commitment to innovation has made the success of our cooperative agreements possible."

Inside This Issue

Pridecraft & CMI Win Awards ..... Page 2
Participant's Achievements ..... Page 2
Curricula Available for Purchase ..... Page 3
Patterns for Success ..... Page 4

The Workforce 2000 Partnership combines the resources of educational and industrial partners to provide education and training in communication, computation and critical thinking skills to employees in the apparel, carpet and textile industries. The project is funded by a US Department of Education National Workplace Literacy Program grant awarded over three years to Enterprise State Junior College in the amount of $2,243,470 (70%) with committed private sector matching funds of $961,487 (30%), bringing the total program resources to $3,204,957. The activities of the Partnership do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. Participation by the education or industrial partners in the project should also not be construed as endorsement by the Government of any of the partners' products.

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ALABAMA TEXTILE MANUFACTURING ASSOCIATION HONORS PARTNERS WITH SAFETY AWARDS

Both **Pridecraft Enterprises in Georgiana** and **CMI Industries, Inc. in Geneva** were honored for their safety records. Georgiana's Pridecraft Enterprises received first place in safety for their division. Geneva's CMI Industries received second place in their division. The awards were presented at the Safety Seminar and Awards Luncheon held February 21 - 22 in Auburn.

Rhonda Simmons, Pridecraft's Human Resources Supervisor, stated that she was proud to accept the award on behalf of the associates from Pridecraft. Their efforts help keep Pridecraft a safe and pleasant place to work. She also felt that the **Patterns Classes** taught to all new hires by **Laura Douglas** and **Nancy Leverette**, instructors with the **Workforce 2000 Partnership**, have been instrumental in informing new hires about safety procedures within the plant. The **Patterns Class** teaches communication skills that are needed in the order for associates to work together to increase safety awareness. This increased awareness has assisted the plant in operating 253,965 accident-free hours in 1995.

Bob Dettmar, Manager of Human Resources for CMI Industries, Inc. in Geneva, also feels that the classes offered at CMI have encouraged associates to work as a team in order to insure safety throughout the plant.

"All of our industrial partners have won awards. We're fortunate to work with innovators."
--Susan Steck, Project Director

Joan Howell, Workforce 2000 instructor, and **Angie Sears**, Workforce 2000 assistant, along with supervisors and management from throughout the plant participate in the **Introduction to Teams** and the **Mechanics of Teams classes**. These classes allow all associates to see the plant as a team where all of their efforts are combined to make a safe working environment, a better quality product, and a competitive textile manufacturing facility. These classes, along with the other educational opportunities that CMI has offered associates have helped increase understanding of the safety policies and procedures and encouraged communication about safety within the plant. This cooperation has allowed the plant to operate 351,438 hours accident free in 1995, and has encouraged team-based manufacturing that CMI supports.

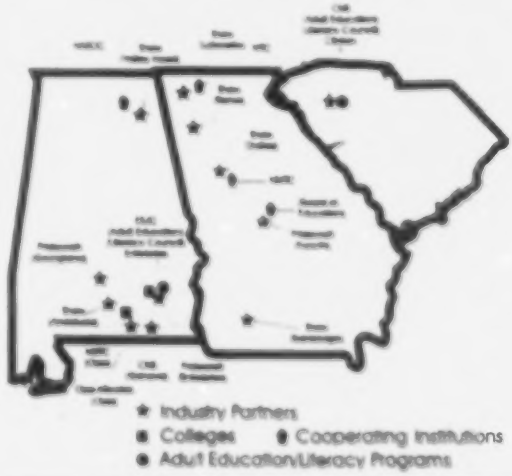
We congratulate both partners on their achievements.

PARTICIPANT'S ACHIEVEMENTS

The Workforce 2000 Partnership seeks to make a positive impact in the operations of our industrial partners through its educational opportunities. This impact starts in the lives of individuals and is transferred to the work floor. We congratulate the following participants.

- **Rhonda Moore** from Pridecraft Enterprises received a GED through the Partnership. She is continuing her education at Macon Technical College. She wants everyone to believe that, "Knowledge is Power."
- **Chris Cornelius** recently passed his GED as a Christmas present from himself. He said it made him feel bad to quit high school, so he made up for it by getting his GED as soon as he could. Instructor **Mandy Wilson** reports that he challenged himself to pass the test the first time and gave 100%.
- **Chris Walker** from CMI in Geneva has not only furthered his education, but has become a certified reading tutor and is currently tutoring another associate.
- Pridecraft associate **Soon Hwangbo** recently passed the written test and the interview to become an American citizen and is awaiting her swearing in. She is grateful for the assistance of her ESL instructor, **Ann Bennett**.
- **Bennie Yancey**, a CMI associate from Geneva, AL., who received his GED is now enrolled in the on-site college classes.
- **Jo Ann Wallace**, CMI associate (Clinton, SC), earned her GED last December. She reports that the class and her instructor, **Lisa Richardson**, gave her the nerve she needed and that she is now encouraging others.

WORKFORCE 2000 PARTNERSHIP



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CURRICULA AVAILABLE FOR PURCHASE

The following curricula packages are available for purchase. Each module contains a curriculum guide, lesson plans and handouts. References may also be made to commercially prepared materials. For more information contact:

Wanda Flowers
Curriculum Specialist
334-393-3752, extension 287

Patterns for Success

Patterns for Success is a 48-hour course that prepares new employees to use reading, writing, speaking, listening, computation, critical thinking, problem solving, teamwork, and other skills for successful entry into the workforce. The following modules are available. Additional modules will be available after June 1, 1996. (Apparel Industry)

Item No.	Module	Time	Pages	Cost
P2	Learning to Learn	.75 hr	22	$4.85
P4	Team Building	2 hr	25	$5.00
P6	Understanding the Employee Handbook	1 hr	27	$5.15
P7	Completing Workplace Forms	.75 hr	23	$4.90
P8	Reading Workplace Maps	1.35 hr	20	$4.70
P11	Organization & Learning Skills - Part I	.75 hr	17	$4.55

Write On! Business Writing for Textile Workers

Write On! Business Writing for Textile Workers is designed to introduce workers to techniques for improving writing skills. As a result of participation, workers will be able to utilize mechanics of standard English in developing resumes, reports, memos, telephone messages, business letters and forms. (Textile Industry)

Item No.	Module	Time	Pages	Cost
WW1	Write On! Business Writing for Textile Workers	18 hrs	117	$10.60

Train-the-Trainer

Three staff development workshops have been developed to prepare workplace literacy intructors to write curriculum and to train other instructors. The objectives of these workshops include identifying the unique characteristics of workplace literacy instruction, assessing the needs of the workplace and the worker, writing functional context curriculum, using various methods of instruction and assessment, and understanding industry culture.

Item No.	Module	Time	Pages	Cost
TT1	Developing Workplace Curriculum - Part I	27 hrs	127	$12.50
TT2	Developing Workplace Curriculum - Part II: Assessment	9 hrs	51	$6.80
TT3	Understanding Industry Culture	6 hrs	30	$5.25

Order Form

Make checks payable to: Enterprise State Junior College
PO Box 1300
Enterprise, AL 36331

Ship To: _____
(Company or Institution)

Address: _____

City, State, & Zip: _____

Requested By: _____

Date Requested: _____ Telephone# _____

Item No.	Quantity	Unit Price	Total Price
		Total Order	

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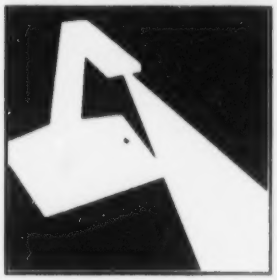

CURRICULUM HIGHLIGHTS:

Patterns for Success

Are you looking for a successful approach to orienting new employees to the workplace? Workplace literacy instructors have developed a unique approach to orientation at Pridecraft Enterprises, Enterprise, AL. ***Patterns for Success*** is a 48-hour course that teaches new line employees to use reading, writing, speaking, listening, computation, critical thinking, problem solving, and teamwork skills for successful entry into the workforce. New employees attend the course on company paid release time for one-half of the employee's workday.

"What is amazing about the course is that the employees **learn about their new workplace while also learning basic and higher order skills**!" exclaims Ann Bennett, Workplace Literacy Instructor at Pridecraft Enterprises. "For example, one objective is to teach students how to scan for information while reading. Therefore, I use the Employee Handbook as a teaching resource to accomplish this objective."

"It's a **win-win** situation for the industry partner, new employees, and our Workplace Literacy Project," states Wanda Flowers, Workplace Literacy Curriculum Specialist. "Our project wins because we are achieving the project's goals and objectives. Pridecraft Enterprises wins because their policies, history, and practices are conveyed early to new employees. Also, the company gains an employee who has had an opportunity to review vitally needed basic and higher order skills."

New employees are aware of the benefits of the course. Dean Blankenship, a new employee at Pridecraft Enterprises states, "**The class helps to develop camaraderie** with a small group, so when you start working, you know people."

"The section about **how to ask questions** helped me to feel more comfortable asking my supervisor questions," comments Sarah Jones, also a new employee at Pridecraft Enterprises.

Patterns for Success works well not only at the Enterprise plant, but is also successful at the Pridecraft plants in Forsyth, Georgia, and Georgiana, Alabama.

To obtain additional information concerning ***Patterns for Success*** and other workplace-specific curricula, turn to **page 3** of this newsletter.

"It's a win-win situation!"
Wanda Flowers, Curriculum Specialist

Non-Profit Org.
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Workforce 2000 Partnership

Enterprise State Junior College ** MacArthur State Technical College
Southeast Alabama Adult Education Network ** Laurens County Literacy Council

CMI Industries, Inc. ** Opp & Micolas Mills
Pridecraft Enterprises ** Shaw Industries

Summer 1997 — Volume II, Number 4

P.O. Box 1300, Enterprise, AL 36331 — (334) 393 - ESJC ext 226

TEXTtalk SOFTWARE READY FOR PRODUCTION
Extensive Field Testing Completed

TEXTtalk, the multimedia interactive software program developed by the Partnership and Interactive Knowledge, will go into production in the fall of 1997. Thirteen instructors and more than 100 students at nineteen textile worksites completed the courseware and submitted evaluation forms.

"Rarely has a product had such extensive testing of the *beta* version before production," said Tim Songer, president of Interactive Knowledge. "The suggestions submitted by students and instructors will help us polish the final product."

The courseware consists of five major sections with four or five activities in each section. The section topics are

- The Communication Process
- Speaking Skills
- Listening Skills
- Nonverbal Skills
- Handling Difficult Communication

Students using the program had difficulty identifying the most useful topics. They are quoted as follows:

"All were informative and well prepared."
"The computer program was fun."
"I learned from every part of the program. I found it very resourceful."
"Each section has examples that are commonly used while dealing with people."
"Specifies each individual skill or process. This program helps a lot."

Interactive multimedia technology including audio and video recordings and still photography enhance the content. Examples of the multimedia features include a series of animated segments that introduce the communication process and videotaped textile-specific scenarios to illustrate communications on the plant floor. An online dictionary of 130 workplace terms with photos and audio, a notepad, and e-mail capabilities (for networked versions) all enrich the content.

Instructors specifically reported the following:

"Employees were able to complete the program without further assistance."
"Very eyecatching."
"The visual dictionary is very helpful."
"Many of the students made comments such as 'That has happened to me,' . . . the scenarios were easy for them to relate to."
"All areas have strong points."

For information about ordering the software, contact Susan Steck, the Partnership project director, at 334-393-3752 extension 226.

INSIDE THIS ISSUE

Other Curricula Available . . . . . Pages 2 - 5

Third Year Stats Show Success . . . . . Page 6

The Workforce 2000 Partnership combines the resources of educational and industrial partners to provide education and training in communication, computation and critical thinking skills to employees in the apparel, carpet and textile industries. The project is funded by a U.S. Department of Education National Workplace Literacy Program grant awarded over three years to Enterprise State Junior College in the amount of $2,243,470 (70%) with committed private sector matching funds of $961,487 (30%), bringing the total program resources to $3,204,957. The activities of the Partnership do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. Participation by the education or industrial partners in the project should also not be construed as endorsement by the Government of any of the partners' products.

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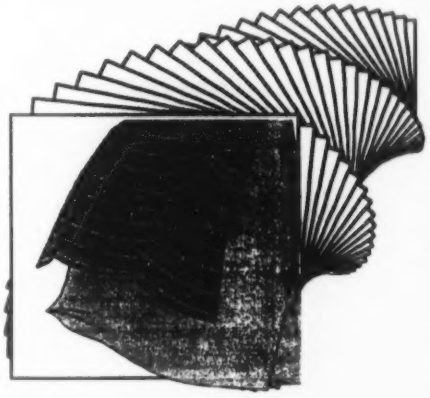
Textile Trainers!

Learn to select, organize and deliver information to help your new employees learn and perform jobs efficiently and effectively with **Effective Training Skills**. This dynamic learning module is 27 pages and provides 20 hours of classroom time. This module has been used with textile and carpet partners.

Order: E1. Effective Training Skills, $5.15.

Textile Teams. . .



You'll be introduced to the textile manufacturing process with this tested approach to team building. Excellent material for new and existing associates. The program, consisting of a 21-page learning module covering approximately eight hours of training, will aid you in understanding the concept of working together to accomplish a common goal. This module was developed for the textile partners.

Order: Il. Introduction to Textiles, $4.75.

Math Skills for Textile Technicians!

You'll upgrade your basic math skills quickly and easily with this special 55 page module. All you need is 30 hours to be able to perform calculations and solve problems that contain fractions, decimals, and percents. This module was developed for textile partners.

Order MSTT1. Math Skills for Textile Technicians, $6.25.

Just for Supervisors. . .

Workplace Basics for Supervisors focuses on building confidence and cooperation, improving communication skills, applying decision-making and problem solving strategies, and organizing and delegating work appropriately. A must for all new supervisors! Instruction places the supervisor into specific job situations with emphasis on job-related materials. The module contains 75 pages for 20 hours of training. This module was developed for the textile partners.

Order WS1. Workplace Basics for Supervisors, $7.75.

First-line Supervisors!

Learn communication, leadership, interviewing, and teamwork skills with this fast and convenient educational module method, **The Machinery of Management**. Associates will learn to clarify information and provide feedback to others, deliver oral presentations, write clear and effective memos and articles, coach effectively and productively, use assertive techniques for corrective actions, prepare and conduct incisive employment interviews, use teamwork in problem solving, and solve interpersonal conflicts on the job. The communications module contains 95 pages with 12 hours of instruction; the leadership module contains 45 pages with four hours of instruction; the interviewing module contains 40 pages with six hours of instruction; and the teambuilding module contains 40 pages with six hours of instruction. This module was developed for the garment partner.

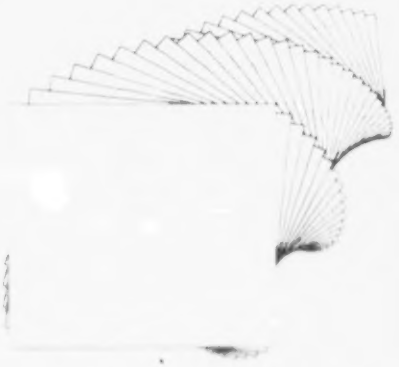
Order separately or all four, MM1 Communications, $8.80; MM2. Leadership, $6.00; MM3. The Art of Interviewing, $5.75; MM4 Teambuilding, $5.75. Total Package: MMA. ALL MODULES, $26.30

Team Up Your Associates!

Associates learn to identify and eliminate work environment barriers to team-based manufacturing through communication and team building skills with **The Mechanics of Teams**. Associates will WOW you with their newly developed teams as they move in to increase cooperation within and between departments. Associate teams will come to recognize the value of diversity in the workplace. This valuable module has 70 pages for 12 hours of instruction. This module was developed for the textile partner.

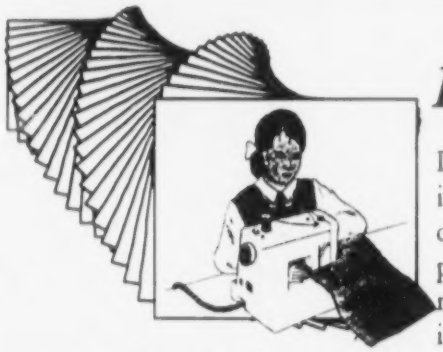
Order MT1. The Mechanics of Teams, $7.50.

Help for New Textile Workers!



Through this **Success Skills for the Textile Industry** series, your entry-level textile workers can develop the reading, writing, math, communication, and team-building skills they need to be more productive. Actual job and quality manuals are used for instruction as workers learn to write about plant policies and procedures, calculate plant formulas, communicate workplace information, identify problems, brainstorm solutions, predict outcomes, make decisions, and assess results in a variety of workplace situations. Each of the three modules has four hours of instruction. The communication module has 63 pages; the team building module has 41 pages; and the problem solving module has 38 pages. This module was developed for the carpet partner.

Order SS1. Communication, $7.15; SS2. Team Building, $5.80; SS3. Problem Solving, $5.65; SA. ALL MODULES, $18.60.



Patterns for Success Series. . .

Designed for newly-hired garment associates, but available to any interested business or industry, is this comprehensive series in computation, reading, writing, speaking, listening, critical thinking, problem solving, teamwork, and communication skills. Each module contains in-depth training geared toward successful entry into the workforce. There are 12 modules ranging from 17 to 28 pages, and ranging from 45 minutes to three hours in training time.

Order separately or all 12 modules: P1. Production Percentage Math, $5.30; P2. Learning to Learn, $4.85; P3. Critical Thinking & Problem Solving, $4.95; P4. Team Building, $5.00; P5. Transferring Skills, $4.90; P6. Understanding the Employee Handbook, $5.15; P7. Completing Workplace Forms, $4.90; P8. Reading Workplace Maps, $4.70; P9. Workplace Vocabulary, $4.70; P10. Communication, $5.20; P11. Organization and Learning, Part I, $4.55; P12. Organization and Learning, Part II, $4.60; PA. ALL MODULES, $58.80.

Workplace Literacy Instructors. . .

Now workplace literacy instructors can learn to write curriculum and train other instructors through three staff development workshops. Learn to identify the unique characteristics of workplace literacy instruction, to assess the needs of the workplace and the worker, to write functional context curriculum, to use various methods of instruction and assessment, and to understand industry culture. Part one on writing workplace curriculum contains 127 pages for 27 hours of training; part two on assessment contains 51 pages for nine hours of training; and the module on understanding industry culture contains 30 pages with six hours of training.

Order separately or all modules: TT1. Developing Workplace Curriculum - Part I, $12.50; TT2. Developing Workplace Curriculum - Part II - Assessment, $6.80; TT3. Understanding Industry Culture, $5.25; TTA. ALL MODULES, $24.55.

Writing Aids for Textile Workers

Help your textile workers improve their writing skills with this informative and successful module. After completing this training your workers will be able to utilize the mechanics of standard English in developing resumes, memos, telephone messages, and business letters and forms. This module contains 117 pages for 18 hours of training. This module was developed for the textile partners.

Order WW1. Write On! Business Writing for Textile Workers, $10.60.

BEST COPY AVAILABLE

Use this form to order training modules. The modules are sold on a cost-recovery basis and prices are subject to change. For current pricing or more information, call 334-393-ESJC, ext. 226.

Workforce 2000 Partnership Curricula Catalog

Order Form

Make checks payable to Enterprise State Junior College and mail to the same, ATTN: Susan Steck, P. O. Box 1300, Enterprise, AL 36331.

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Requested By: _____

Date Requested: _____ Telephone No.: _____

	Item No.	Module Title	Quantity	Unit Price	Total Price
☐	E1.	Effective Training Skills		$5.15	
☐	I1.	Introduction to Textiles for Team Building		$4.75	
☐	MSTT1.	Math Skills for Textile Technicians		$6.25	
☐	MM1.	Communications		$8.80	
☐	MM2.	Leadership		$6.00	
☐	MM3.	The Art of Interviewing		$5.75	
☐	MM4.	Teambuilding		$5.75	
☐	MMA.	**The Machinery of Management - All MM Modules**		**$26.30**	
☐	MT1.	The Mechanics of Teams		$7.50	
☐	SS1.	Communication		$7.15	
☐	SS2.	Team Building		$5.80	
☐	SS3.	Problem Solving		$5.65	
☐	SSA.	**Success Skills for the Textile Industry - All SS Modules**		**$18.60**	
☐	P1.	Production Percentage Math		$5.30	
☐	P2.	Learning to Learn		$4.85	
☐	P3.	Critical Thinking and Problem Solving		$4.95	
☐	P4.	Team Building		$5.00	
☐	P5.	Transferring Skills		$4.90	
☐	P6.	Understanding the Employee Handbook		$5.15	
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☐	P10.	Communication		$5.20	
☐	P11.	Organization and Learning, Part I		$4.55	
☐	P12.	Organization and Learning, Part II		$4.60	
☐	PA.	**Patterns for Success Series - All P Modules**		**$58.80**	
☐	TT1.	Developing Workplace Curriculum, Part I		$12.50	
☐	TT2.	Developing Workplace Curriculum, Part II		$6.80	
☐	TT3.	Understanding Industry Culture		$5.25	
☐	TTA.	**Train-the-Trainer - All TT Modules**		**$24.55**	
☐	WS1.	Workplace Basics for Supervisors		$7.75	
☐	WW1.	**Write On! Business Writing for Textile Workers**		$10.60	
			67	Total Order	

THREE YEAR SUCCESS STATISTICS

The *Success Skills for Textile Workers* workplace literacy project exceeded all the project objectives. "The success of such a large multi-site, multi-state, multi-industry project is achieved only because all partners are actively involved and committed," says Susan Steck, project director. "We've helped industries improve while helping individuals improve."

Here are some of the specific outcomes.

- 5,023 workers were served at 16 worksites in Alabama, Georgia, and South Carolina.
- 59% of those served attended 24 hours or more of training.
- 465 classes provided 19,870 hours of instruction.
- 5,063 basic skills test scores improved by 19%. (Workers may have been tested in more than one skill.)
- 4,267 higher order skills test scores improved by 22%. (Workers may have been tested in more than one skill.)
- 53% of workers sampled increased their scores on a self-esteem assessment.
- 70% of incumbent workers sampled increased their scores on a supervisor evaluation of work maturity.
- 31 new curricula were developed and field tested.

★★★★★★★★

- 51 business, industry, and educational institutions ordered curriculum modules for use at their sites.
- Industrial partners reported satisfactory gains in productivity measures related to workplace literacy instruction.
- Nearly 76% of workers with 24 hours or more of instruction were retained or promoted.
- An interactive multi-media software package to teach oral communication and conflict resolution skills has been developed.
- 42 employees received a GED certificate of high school equivalency.
- 100 workplace literacy and adult education instructors attended train-the trainer workshops in developing curriculum, integrating technology into the curriculum, and measuring return on investment.
- 10 worksites report plans to continue workplace literacy activities following the end of grant funding.

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